

School Year: 2022-2023

School Plan for Student Achievement (SPSA) Elementary

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Hayes	43696256099451	June 8, 2022	June 16, 2022

Purpose and Description

Schoolwide Program

At Hayes Elementary School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

The COVID-19 pandemic has created conditions at Hayes School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize Goal 2. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see our reading intervention teachers and academies as a focus. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

We work closely with educational partners throughout the district and analyze student performance data on an ongoing basis.

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Facebook and Parent Square.

Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

At Hayes we strive to engage parent and family involvement. Parent meetings are held through google meetings or in person when possible. School information is communicated via Parent Square and Facebook.

Presentations to Educational Partners included:

School Site Council

Home and School Club

English Learner Advisory Committee (ELAC)

Hayes Staff

The School Site Council approved the SPSA on June 8, 2022

Resource Inequities

These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Hayes include:

Goal 1- These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

- Additional small group instruction
- Differentiation of instruction

Goal 2- These additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color:

- Additional small group instruction
- Differentiation of instruction
- Supports for newcomers

Goal 3- These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development:

- Additional differentiation strategies to meet needs of RSP students
- Additional opportunities for collaboration with Support Staff

Goal 4- These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:

- Additional specialized technology licenses
- Additional support around digital citizenship
- Continued professional development around technology for staff and students

Goal 5-These additional needs have surfaced in response to the COVID pandemic as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement:

- Stronger focus on social emotional learning for all students
- Increased opportunities for student leadership

Goal 6-These additional needs have surfaced in response to the COVID pandemic as they relate to actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:

- Creation of virtual spaces that will engage parents while they are not yet able to be active in in person meetings.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We will provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.

Goal 1

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	40% on or above grade level	38% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	34% on or above grade level	29% on or above grade level	Annual Growth of 3% overall

Strategy/Activity 1

Students to be Served by this Strategy/Activity (Check all strategies and budget amount)

All Students

Strategy/Activity

Instructional materials and supplies to address learning needs or foundational skill gaps for students, with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$23,919	LCFF
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Strategy/Activity #2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase supplemental resources (including Scholastic and online licenses) and supplies to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills. Teachers will use additional small group instruction to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$1,500	LCFF
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Strategy/Activity #3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Funding to print supplemental resources determined by teachers as necessary to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$300	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase more contemporary and up to date books for Guided Reading Library, with a shift from leveled readers to more decodable readers, as current research suggests.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	LCFF

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In ELA, English Language Learners, Latino and socioeconomically disadvantaged students are identified as orange through the California Dashboard.

In Math, our English Language Learners and socioeconomically disadvantaged students are identified as yellow through the California Dashboard.

Goal 2

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	1%	7%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	26%	24%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<p><i>35% of Latino students scored at or above grade level</i></p> <p><i>54% of Black students scored at or above grade level</i></p> <p><i>28% of English learners scored at or above grade level</i></p>	<p><i>45% of Latino students scored at or above grade level</i></p> <p><i>37% of Black students scored at or above grade level</i></p> <p><i>20% of English learners scored at or above grade level</i></p>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<p><i>31% of Latino students scored at or above grade level</i></p> <p><i>31% of Black students scored at or above grade level</i></p> <p><i>29% of English learners scored at or above grade level</i></p>	<p><i>18% of Latino students scored at or above grade level</i></p> <p><i>32% of Black students scored at or above grade level</i></p> <p><i>20% of English learners scored at or above grade level</i></p>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/Activity 1

Students to be Served by this Strategy/Activity (Check all strategies and budget amount)

All Students

Strategy/Activity

Two Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math to shore up Tier 1 instruction. To address learning needs or foundational skill gaps for students, professional development/training/planning time will be provided for Hayes teachers with the goals of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$14,978	Title 1
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Strategy/Activity #2

Students to be Served by this Strategy/Activity (update actions and budget)

EL Students

Strategy/Activity

Support EL readers with two reading intervention specialists to provide 1:1 or small instruction to students who need tier 2 intervention in ELA, based on SBAC and iReady data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$50,000	TITLE 1
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Strategy/Activity #3

Students to be Served by this Strategy/Activity (update actions and budget)

EL Students

Strategy/Activity

Support teachers with professional development and collaboration with a literacy coach to provide best practices and strategies for differentiation of the curriculum based on SBAC and iReady data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$150,000	TITLE 1

Strategy/Activity #4

Students to be served by this Strategy/Activity

EL Students

Strategy/Activity

Teachers will use additional small group instruction to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they continue to make gains on any learning loss incurred during distance learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, professional development/training/planning time will be provided for Hayes teachers with the goals of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0	District or no cost to this strategy

Strategy/Activity #5

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

Upper grade teachers will provide before and after school math academies, utilizing best practices for EL students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Funded

Strategy/Activity #6

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

Purchase licenses for Reading A to Z, RAZ Kids and Brain Pop as supplemental resources to support reading, comprehension and fluency

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$8415	TITLE 1
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Strategy/Activity #7

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

Support families with learning how to access instruction using technology through ParentSquare, Google Translate and outreach by Community Liaisons and English Language Teaching Partner Instructional Assistant.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Funded
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Goal 3

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome
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			for 2023-2024
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>Students with Disabilities Performed at or above grade level unavailable</i>	<i>24% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>Students with Disabilities Performed at or above grade level unavailable</i>	<i>26% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	94%	93%	<p>Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>

Strategy/Activity #1

Students to be Served by this Strategy/Activity (Update budget and actions)

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. Associated topics of this meeting are students who need tier 2 interventions and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity #2

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

As needed, hold support staff extension meetings that include everyone on support staff in addition to general education teachers who sign up. The focus of the meeting is to discuss potential students at risk and to give strategies, support and input for general education teachers. There is much conversation about students who need intervention and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity #3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Hayes. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Hayes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity #4

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Resource teachers utilize supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: iReady Teacher Toolbox, additional Reading A to Z licenses, alternative seating, fidget items, and other sensory materials that support student engagement and learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 to site	iReady Teacher Toolbox District supported Reading A to Z license costs in Goal 1

Strategy/Activity #5

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Provide Resource teacher and Instructional Assistant Support collaboration time to support

general education teachers in addressing the learning needs or foundational skill gaps for students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity #6

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Teachers will use additional small group instruction time to support the needs of students with disabilities as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

Some teachers implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom.

Goal 4

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2020-21: unknown %</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2020-21: unknown %</p> <p><i>Teachers who report students use technology on a daily basis</i> 2020-21: unknown %</p>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2021-22: 97%</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2021-22: 84%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2021-22: 69%</p>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2023-24: 100%</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2023-24: 90%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2023-24: 80%</p>
Student Access to Core Subject Areas Using 21st Century Skills	<p><i>% of students report using technology to work or collaborate with others.</i> unknown</p> <p><i>% of students report using technology to communicate with others.</i> unknown</p> <p><i>% of students report using technology to solve problems or help with their critical thinking in class.</i></p> <p><i>% of students report using technology to be creative.</i> unknown</p>	<p>65% of students report using technology to work or collaborate with others.</p> <p>63% of students report using technology to communicate with others.</p> <p>65% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>67% of students report using technology to be creative.</p>	<p>90% of students report using technology to work or collaborate with others.</p> <p>60% of students report using technology to communicate with others.</p> <p>80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p>

Strategy/Activity #1

Students to be Served by this Strategy/Activity

All Students, specifically targeting 5th and 6th graders

Strategy/Activity

Reach out to community resources like the San Jose Police Department “Team Kids” division, our district Educational Technology coach to receive lessons, training and assemblies about safe and respectful online practices. Additionally, all students receive PBIS lessons around safe, respectful and responsible technology use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Replace outdated and irreparable classroom technology (document projectors, screens, speakers, etc)

Amount(s)	Source(s)
\$4,000	LCFF

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Through ParentSquare, phone calling families and other forms of community outreach, consistently monitor and support community tech needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will need additional professional development/training/planning time to meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. Extra training for staff will help them address learning needs or foundational skill gaps for students in technology proficiency.

Amount(s)	Source(s)
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\$0	District provided resources
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Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Distance Learning Need

Strategies to keep students engaged as they experience Increased stress and SEL needs.

Goal 5

Metric	2020-2021 Baseline	May 2021-2022 Data	Desired Outcome for 2023-2024
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Attendance Annual Average	96.8%	90%	98%
Chronic Absenteeism	9%	40%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	1%	1%
Expulsion Rate	%	%	0 students
Student Safety Survey	<i>Survey not available in 2020-21</i>	<i>5th Grade, 95% feel safe at school</i>	<i>5th Grade, 100% feel safe at school</i>
Student Connectedness and Belonging	<i>Survey not available in 2020-21</i>	<i>90% students surveyed in grades 3-6 feel safe at school 42% students surveyed in grades 3-6 feel connected at school</i>	<i>5th Grade, 100% feel safe at school 75% students students in grades 3-6 feel connected at school</i>

Strategy/Activity #1

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Continue PBIS Mentor at site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED).

Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports.

Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Meet monthly with Noon Duty Staff to provide professional development around school expectations and implementation during lunch.

Amount(s)	Source(s)
\$500	LCFF

Strategy/Activity #4

Students to be Served by this Activity/Strategy

All Students

Strategy/Activity

Provide *Leader in Me* professional resources to staff to empower a paradigm shift about their own and their students' 21st century **leadership** and life skills.

Amount(s)	Source(s)
\$0	District provided resource
\$5,000	Title 1

Strategy/Activity #5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Refer students for counseling and mental health support to Alum Rock Counseling and to the District provided social worker intern.

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Encourage teachers to use Nearpod in addition to LIME resources to meet their students and families "outside the box".

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources

Strategy/Activity #7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teachers will hold daily morning meetings to meet students' behavior, engagement or safety needs as they continue to adjust to a full in-person learning model. The meetings will help them identify students who need additional SEL support as well as foster a sense of community and safety. This will provide the platform for students to be more connected to an adult at school.

Amount(s)	Source(s)
\$0	District provided resources

Strategy/Activity #8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide other resources to staff to support SEL instruction

Amount(s)	Source(s)
\$10,000	Title 1

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Hayes has low attendance at the school level, parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings, we see less than 50% consistent representation at various parent meetings and school events.

The average visits to school website and social media pages is monthly. Our goal is weekly.

95 parents responded to the California Healthy Kids Survey. 76% of those respondents felt our school/district has done a good job keeping them informed about remote learning.

Goal 6

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	ELAC Virtual Meetings (2 meetings) average 6 attendees	A parent representative attended 1 out of 6 DELAC meetings On average 6 parents attended site ELAC meetings (3 meetings)	Increase number of meetings and number of parents attending each ELAC, and HHSC Reconvene HABLA meetings
Parent Engagement Events/Community Events	2 Virtual Yoga Classes	Limited events due to Covid Restrictions 3 Dinner Night Out Events	Reactivate HHSC Exec. Board Schedule Family Dance and Movie Nights Increase Family Dinner Night Out Events to prior level Partner w/ ARCC on presentations to the community

Parent Square Delivery and Post Data		Contactable Rate: 99% 3 grade levels above 150 posts	Raise Contactable Rate to 100% Increase all grade level posts to 150 or above
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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	<p>2019-2020</p> <p>2020-2021- 95 parents responded</p>	We will increase parent responses on the questions below from the CA Healthy Kids Annual Parent Survey to strongly agree and Agree by 5% from the prior year 76% of those respondents felt our school/district has done a good job keeping them informed about remote learning.
Attendance at Parent Meetings	<p>2019-2020: Historically low ELAC parent to meetings. Meetings canceled due to COVID 19.</p> <p>2020-2021: Held 2 virtual ELAC Meetings</p>	<p>Hold four annual ELAC Meetings and increase attendance.</p> <p>Approximately 10 parents attended each meeting.</p>
DELAC Attendance	2020-2021: Hayes Parent Rep. attended 1 out of 6 District Meetings	Increase participation at District DELAC to 5 out of 6 meetings.
Parent Email Subscriptions to ParentSquare	100% of families have correct email on file.	We will continue to maintain 100% parent subscriptions.

Strategy/Activity #1

All students, with a focus on students with disabilities and English learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and English learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings.

- Parent Information Nights on topics relevant to parenting and student success
- GATE information nights about the program in grades 4-6
- Family Life Education Night in grades 5 and 7
- SEAL workshops and gallery walks about the strategies, curriculum and home connection
- Adult ESL class offerings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #4

Students to be Served by this Strategy/Activity

All students, with a focus on EL students

Strategy/Activity

Provide incentives and school supplies to families attending lowest attendance meetings. (ELAC)

Amount(s)	Source(s)
\$1,767	Title 1

Strategy/Activity #5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue hosting Community building events such as Movie Nights, Family Dances and Dinner Nights Out. (When deemed safe)

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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Strategy/Activity #6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue to promote Hayes via social communication (Facebook, School Website, Parent Square)

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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Strategy/Activity #7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Hold all parent meetings and office hours in person (if allowed), continue to rely regularly on ParentSquare and our Hayes Facebook page for information and celebration communication.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$288,751
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,970

Other State, and Local Funds

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF	\$35,219

Subtotal of state or local funds included for this school: \$213,103

Total of federal, state, and/or local funds for this school: \$213,103